

**­­­­Module 6: Assessment for Global Understanding**

**A Future-Ready Workforce: Preparing Community College Students for a Global Economy**

Faculty Module 6:   
Assessment for Global Understanding

Faculty Guide

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Educators need to know how the teaching and materials used for instruction are aligned with the assessments that measure students’ progress. This module will focus global career ready practices as a tool for assessing global readiness in CTE. Participants will develop their own assessment toolbox including rubrics, checklists, tests, portfolios, effective assignments, reflection activities, rating scales, etc.

**Module Objectives:**

* Review the purpose of formative and summative assessments.
* Explore strategies for assessing internationalized learning outcomes.
* Analyze how to utilize the global career ready practice rubric to scaffold student global learning experiences.

**Audience:**

This module is geared towards community college faculty to learn how to incorporate diverse perspectives through global education, as well as to learn how to internationalize instruction.

**Module Outline:**

* Review of formative and summative assessment strategies
* Review of assessment strategies for internationalized learning objectives
* Faculty Reflection on internationalized assessments (included in this packet for note taking)
* Global Career Ready Practices Rubrics: A tool to assess global competence through employability skills
* Global Career Ready Practices Example: Automotive Collision Program

**Assessment Strategies**

Your Assessment Ideas:

Your next steps are:

1. Create one or more formative assessments based on the internationalized learning outcomes and assignment you developed in Modules 4 and 5.
2. Create one or more summative assessments based on the internationalized learning outcomes and assignment you developed in Modules 4 and 5.
3. Review the [Global Career Ready Practice Rubrics](https://asiasociety.org/sites/default/files/inline-files/Global%20Career%20Readiness%20Rubrics_FINAL.pdf), and identify places within the internationalized assignments and assessment strategies you’ve created where you could use the rubrics to assess student global readiness.

* What are the ways you could use the rubrics as a formative assessment?
* What are the ways you could use the rubrics as a summative assessment?
* What community resources could you utilize to create globally significant, assessment experiences for your students?

1. Revisit the [Postsecondary Global Leadership Performance Outcomes](https://asiasociety.org/sites/default/files/inline-files/AS-GPS-Leadership-PostSec-Rubric_Final.pdf). How might these rubrics be used as a component of an assessment for global competence?
2. Be sure to check Asia Society’s Global CTE [Toolkit](https://asiasociety.org/education/global-cte-toolkit), including the [Postsecondary Assessment](https://asiasociety.org/education/postsecondary-assessment) section, for free tools and resources.

When you have completed these activities, you will be ready for “Faculty Module 7: Engaging Industry Partners for International Success.”